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ABSTRACT

Conducted in a kindergarten and first-grade combination classroom, a study examined two differing introductions to proposed journal entries, written after students listened to two stories of narrative fiction. Both stories were written by Margaret and H.A. Rey and focus upon Curious George as the main character. During the first phase of the data collection, a journal prompt was presented in the form of a question directly to the students. While collecting data during the second phase of the study, the identical journal prompt was presented, posed in the form of a letter written by Curious George to the (subject) class. The study investigated which type of introduction to a journal entry elicits more detailed student responses. The hypothesis was that the journal prompt posed by Curious George himself would encourage lengthier and more involved journal entries. Results indicated that the hypothesis was not supported nor rejected in a definitive manner. Findings suggest, however, that students showed increased enthusiasm and involvement throughout the class when responding to Curious George's letter; the way they reacted suggests that using character letters to pose journal prompts is a worthwhile change of pace and effective for instructional purposes. (Contains three tables of data, three figures, 20 references; the journal prompt as a letter and 13 student profile sheets are appended.) (Author/CR)

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ED 418 423

LETTERS AND QUESTIONS FROM FICTIONAL CHARACTERS

Letters and Questions from Fictional Characters: Do They Enhance Students' Written Journal Responses?

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Abstract

This study, conducted in a kindergarten and first-grade combination classroom, considers two differing introductions to proposed journal entries, written after students listen to two stories of narrative fiction. Both stories are written by Margaret and H. A. Rey and focus upon Curious George as the main character. During the first phase of the data collection, the researchers present a journal prompt, phrased in the form of a question, directly to the students. While collecting data during the second phase of this investigation, the researchers present the identical journal prompt, now posed in the form of a letter written by Curious George and written to this class. The purpose of this study investigates which type of introduction to a journal entry elicits more detailed student responses. The researchers hypothesize that the journal prompt posed by Curious George himself encourages lengthier and more involved journal entries. The results, although producing interesting conclusions and discussion, fail to support or reject this hypothesis in a definitive manner. Nevertheless, increased enthusiasm and student involvement throughout the class when responding to Curious George's letter establish the use of character letters to pose journal prompts as an effective classroom strategy and technique worthy of further investigation.

Letters and Questions from Fictional Characters: Do They Enhance Students' Written Responses?

Writing represents an integral part of a student's learning and educational experiences. In fact, writing constitutes one of the four primary elements present in any classroom abounding in language and literature: reading, writing, listening, and speaking. While writing serves an essential role in education, writing is also a process which teachers and students often fear. Teachers often dread the teaching of writing; students frequently express frustration and dislike when asked to write.

This study addresses writing, particularly journal responses to narrative fiction, in the elementary school classroom. The study investigates possible ways to enhance students' written journal responses, hopefully increasing their enjoyment of the writing process at the same time. Simultaneously, teachers may discover an exciting and innovative approach to the teaching of writing, presenting writing as a challenging and fun, rather than as a laborious and methodical, part of learning.

The purpose of this study is to investigate which type of introduction to a journal entry, each responding to a story of narrative fiction, elicits more detailed student responses. The study examines the differences between students' written responses to the same story-oriented journal question, first posed by a teacher and later by a fictional story character. In thoroughly evaluating and considering these possible differences, the study incorporates both quantitative and qualitative research data. Quantitatively, analyzed data compares the time spent reading the story to the class, time required for all students to attend to the task of writing following completion of the story, and time on-task while engaged in the writing process, for each of the two stories. The quantitative analysis also includes the number of words written for each journal response,

individually comparing this data for all thirteen kindergarten and first-grade students included in this study. Qualitatively, this research focuses heavily upon informal observations of students' motivation, engagement, and enthusiasm, including individual comments made by the students themselves during the course of the study. The study considers the importance of drawn illustrations as a form of journal response. Finally, the results comment upon the individual content and details of both journal entries obtained from each of the thirteen students. Such comparison across entries for each student is perhaps the most revealing aspect of the research analysis.

This project, in attempting to consider the research and results from every possible angle, also considers other factors which may influence the students' journal responses. Although both stories read to the class are tales of Curious George, written by the same husband and wife team of Margaret and H. A. Rey, there are obvious differences in the story content. Students may therefore respond differently based upon which story they are more interested in and more motivated by for the purpose of a written journal response. Furthermore, Curious George Flies a Kite, the first story presented, encourages more creative and more expansive writing. The students must explain what they would do if they were swept high into the air while clinging to a friend's kite. In contrast, following the second story, Curious George Gets a Medal, students respond to George by explaining what they would if they spilled ink on the floor. Such a response may predictably be more straightforward and simple. Finally, for students still at the prewriting stage of writing and language development, the ease of illustrating rather than in-depth or extended writing constitutes an important factor.

Above all else, this project analyzes whether the journal prompt in the form of a letter written by a character in the story invites and encourage more actual response to the narrative

story, as opposed to mere plot summarization. The initial hypothesis states that students are more engaged and also more willing to participate in the writing process if they respond to a fictional character. Thus, students may feel that they are actually writing to someone, not simply fulfilling yet another assignment from the teacher.

After reviewing research relevant to students' written journal responses, the researchers read Curious George Flies a Kite, written by Margaret A. Rey, to a kindergarten and first-grade combination class. Following this story, the students wrote a journal entry, describing what they would do if they were Curious George in this book. Two days later, the same class listened to Curious George Gets a Medal, written by H.A. Rey. Students then responded to the identical journal prompt once again. However, in this instance, the prompt was presented in the form of a letter written by Curious George himself and sent to the class. Curious George therefore asked the class, "What would you do if you were me?" After completing all research and collecting all journal responses, the researchers compared and analyzed differences in the students' written journal responses.

Literature Review

Educational studies frequently focus upon the importance of reading to and by children, while these children are both in the classroom and at home. Tremendous amounts of research also document the importance of writing, particularly as writing forges a connection with a child's reading. More specifically, research in the field of education increasingly investigates the connection existing between a child's reading and their subsequent, written journal responses to the material read. This study focuses upon such a connection, attempting to determine whether response to and interaction with a character in narrative fiction enhances written journal responses.

As students either read themselves or listen to stories being read to them, each child's "response is indeed remarkably diverse" (Hancock, 1993c, p. 365). Each child's reaction to literature undeniably signifies a very unique response belonging only to them. As only a few examples, students may empathize with characters, become engrossed in the plot, or imagine themselves as creators of a certain character. Despite such a myriad of possible responses to children's literature, Jane Hansen (1991) asserts that "the children frequently focus on the characters" (95). Hansen (1991) further explains a child's expected emphasis upon characters, particularly characters discovered in narrative fiction, by describing how characters evoke sympathy and empathy, an influence which may also persuade a reader's attitude. She most clearly summarizes the importance of narrative characters to children as she states that, "We know it's a reader's identification with a character that usually determines, more than anything else, a person's feelings toward a book. The character invites the reader in, makes the book one of those she'll never forget" (Hansen, 1991, p. 90). Considering such an extreme importance frequently attributed to characters, this research study further extends upon the assertions of Jane Hansen and others. How do children respond to more direct interaction with a story's main character, presented in the form of a letter from this character?

Literature strongly advocates the creation of a connection between reading and writing. Classroom experiences most often determine the nature and extent of such a connection (Zirinsky, 1992). The opportunity to respond to literature through writing also establishes a much more meaningful and direct bond between reading and writing (Manning and Manning, 1996a). Robin Bright (1996) elaborates more specifically upon the impact of reading on writing development as she describes experiences with her own daughter: "However, she would not be an avid writer without having had the kind of exposure she's enjoyed to reading" (p. 11). Finally,

Mary K. Simpson (1986) considers increases in reading comprehension which often follow successful establishment of the reading-writing connection in a classroom. This research study also creates a direct relationship between reading and writing. Students respond in writing to a fictional character which they meet during group story time.

In this study, students write in response journals, an accustomed and anticipated part of the day in this kindergarten and first-grade classroom. The journal prompt presented in the form of a letter written to the class by Curious George investigates whether children respond with more enthusiasm, more involvement, and greater depth of writing when they respond directly to a character. Thus, the study attempts to reveal children's answers to questions such as "How do you identify with one or more of the characters?" and "What causes you to actually hear the characters talking?" These are questions which Maryann Manning and Gary Manning (1996b, p. 90) identify as crucial when a teacher attempts to successfully create a classroom devoted to the connection between reading and writing. The researchers hypothesize that students devote greater attention, more detail, and increased task engagement to journal entries in which they respond directly to a familiar fictional character. Students may feel that they communicate with this character through their journal writing after listening to the character's adventures and the letter that the character "writes" especially for their class. Students may especially hear a character talking through such letters. If these same students hear a character talking and write back to this same character, they therefore relate to the fictional character as well.

Literature response journals, the same form of journal upon which this study depends, receive many merits. As students respond to characters, "Writing in a literary journal requires the reader to try to step into the shoes of the character and see story events and conflicts as that character might" (Temple, Martinez, Yokota, and Naylor, 1998, p. 464). Therefore, as Simpson

(1986) reveals through her research, literature response journals make stories seem much less distant for children. These journals encourage students to respond to literature in ways beyond mere plot summary while also expressing personal thoughts (Hancock, 1993a, 1993b). More detailed journal responses also enable "students to participate in...peer response group evaluations" (Thieman, 1992, p. 185). Therefore, as Maryann and Gary Manning (1996a) continually assert, literature response journals simultaneously improve reading development, thinking, and writing quality.

Research surrounding reading, writing, literature response journals, and the interwoven connections among these support this current research and investigation. The study incorporates narrative fiction, journal entries, and written responses to Curious George, the main character in the chosen stories, while attempting to determine which type of journal prompt encourages greater response. Related research frequently declares that "literary journals are more appropriate for older students than for younger ones, who still view the world from a very egocentric perspective" (Temple, Martinez, Yokota, and Naylor, 1998, p. 464). Research seems to ignore the possible value of further investigating literature response journals for elementary students. Since the early years of education are so fundamental in shaping students' later ideas about reading and writing, this study explores the implications of literary journal responses for kindergarten and first-grade students.

No discovered research specifically mentions or studies the effect of asking students to respond to a question presented in a letter from a story's main character, although the researchers are aware of teachers who incorporate this strategy in their classrooms. Reflecting upon the lack of directly relating literature, this study investigates and considers the possible effects of such research.

Methods

Subjects

In order to test the hypothesis, the study was conducted in a kindergarten and first-grade combination class located in Albemarle County, Virginia. The class consists of thirteen students, nine kindergarteners and four first graders. Two of the pupils identified as kindergarteners are repeating kindergarten. Two other kindergarteners are ESL students. Regardless of the grade they are in, the students usually complete the same journal writing assignment with the teacher taking dictation for those who are not yet writing.

Materials

Few materials were needed for the completion of this study. However, necessary materials included: Curious George Flies a Kite, by H. A. Rey, Curious George Gets a Medal, by Margaret Rey, a friendly letter from Curious George, journal paper, pencils, crayons, markers, and a watch for timing story length, time required to attend to task, and time devoted to writing.

Although one of the researchers had worked with the children previously and therefore was familiar with the levels of students and their experience with texts and journal writing, the design of the study was discussed with the classroom teacher beforehand to get her input and to eliminate any foreseeable problems. The idea of reading the students two Curious George stories and having them respond to the same journal prompt, posed the first day by the reader and posed the second day in the form of a question asked by the main character in a letter addressed to the class, was approved by the teacher. Once the design of the study was established, the characteristics to be looked for in the collected entries had to be determined. The researchers decided to emphasize and focus upon time required to engage in writing task, time spent writing, whether or not students responded to the journal prompt, and the number of words written on

both Day One and Day Two for each student. Qualitative aspects of each journal response were also analyzed. By deciding what to look for in entries beforehand, the researchers were aware of how to judge them once collected.

Procedure

Data for the study was collected over a two-day period. On the first day, the students were read Curious George Flies a Kite by Margaret Rey. In the story, Curious George flies his friend's kite when he is told not to and must be rescued when the kite takes him up in the air. After reading the story, the researcher reading the story posed the question, "What would you do if you were Curious George?" Students wrote journal entries answering the question or dictated their answer to an adult. Once pupils finished, the entries were collected by the researchers for review.

On the second day, Curious George Gets a Medal by H.A. Rey was read to the class. The story begins with George opening a letter he was supposed to wait for his friend to read to him. The main character makes a mess when he tries to write a letter back and ends up spilling ink on the floor. Following the story, a letter that was supposed to be from Curious George was read to the class. George ended the letter by asking students, "What would you do if you were me?," and students responded to the question in their journal entries. As with the first day, dictation was taken when needed, and entries were collected for review upon completion.

Once the data from both days was collected, the results from each day were compared. Notes taken during each day of the study were referred to in order to compare the amount of time required for students to get on task and for all entries to be completed. The researchers also looked at the number of words each student wrote each day and whether or not they actually answered the question or merely summarized the plot. Along with these predetermined criteria,

general observations about the entries, both collective and individual, were made to determine the similarities and differences between the two days of study.

Results

The data yielded some interesting results. One difference between the two days involved the factor of time. On the first day, it took nineteen minutes to read the story and pose the journal prompt, three minutes for students to get on task once the journal topic had been assigned, and thirty-three minutes for all entries to be completed. On the second day, it took sixteen minutes to read the story and the letter, one minute for students to get on task once they had been given the journal assignment, and forty-one minutes for all the entries to be collected. It took pupils less time to get on task, and they spent more time working on their entries the second day than they did the first.

Another difference between the two days involved the entries themselves. Six students wrote more words the second day, while six wrote more words the first day. Moreover, the researchers noticed that more journal entries were illustrated the second day as opposed to the first. The class was not told to illustrate the entries either day, and the researchers had not previously intended to note whether or not entries were illustrated. Illustrations were only included in the data after researchers compared the entries from both days and noticed that more students drew illustrations in support of their journal entries on the second day. Seven pupils illustrated their work the first day and nine pupils did so on the second day. All participants that drew on Day One also drew on Day Two, in addition to two students who did not draw the first day. The two additional students who illustrated their entries on Day Two may have done so because they believed they were actually responding to Curious George. However, this hypothesis can be neither definitively supported nor refuted.

Students who drew both days included the same amount of detail in each picture with two exceptions. Researchers observed that Student 13 spent more time drawing the first day while Student 2 spent more time drawing the second day. Moreover, the second illustration of Student 2 was more detailed than the first. The picture from the first day just contained objects and characters central to the plot (Bill, a bike, George, and a kite). In contrast, the second drawing contained elements not central to the story's plot such as a chair and a desk, and George was drawn with a smile on his face.

In addition to the length of entries and the presence of illustrations, the students behaved differently during the two days of the study. The observation was made that all pupils were looking at the reader during the story on the second day. Moreover, the reader did not have to talk to students about their behavior during the reading of the story as she did the first day. Prior to the beginning of Curious George Gets a Medal, the students were informed of and shown the letter from Curious George. The students were also told that this letter would be read after the story. Therefore, anticipation of Curious George's letter may have encouraged the students' increased attentiveness and engagement during Day Two's story.

Another difference between the two days was that the pupils verbally offered answers in response to the journal prompt to the reader and each other before leaving the group on the second day, while no discussion took place the first day. On the second day, students asked if Curious George really wrote the letter and wanted to hold the letter themselves. When they were dismissed to their desks, they wrote their entries in letter format even though they had not been told to do so. Students 6 and 9 even expressed feelings in their second day entries with statements such as "I'm sorry you made a mess" and "I am sorry that you spilled the ink." Sentiment was completely absent from the writing samples from Day One.

Although the entries, in general, differed from one day to the next in various ways, there were some similarities. None of the students just summarized the plot or suggested doing what George had done in the story. Each day, pupils moved beyond summarization and actually answered the posed question.

Discussion

Whether or not a character's letter invites more actual response to the narrative story remains an unanswered question, since the data did not yield definitive results in support or rejection of the hypothesis. The quantitative data, for example, contains mixed results. Although the researchers had expected the pupils to write more when responding to the letter, six entries contained more words than Day One, six contained fewer words, and one contained the same number of words.

More concrete conclusions can be drawn from the qualitative data. Students paying more attention to the story the second day, volunteering answers to the journal question during group, getting on task more quickly, and turning in the entries after a longer period of time the second day than the first all suggest that students were more excited about responding to Curious George's letter than to the teacher's direct journal prompt. They were excited to get a letter that they thought could have been from Curious George, and, as a result, they wanted to start right away and spend more time writing back to him.

The difference in the reactions of at least two students in particular suggest that they were more involved in the assignment the second day. As mentioned earlier, Student 13 spent more time working on his illustration the second day and even added more detail than was present in his first day's picture. While Student 11, one of the ESL students, spent the same amount of time on his drawing the second day, the rest of his behavior could suggest that he was more in tune

with the second day's assignment. On the second day, he focused his eyes on the reader more during the telling of the story and gave a more complete answer ("get towel to clean it up") to the question than he did the first day ("fly").

In the case of Student 11, however, other factors besides interest could have played a part in his reaction the second day. The first day he originally worked with an adult volunteer who apparently misunderstood the journal prompt because she had him draw a picture of a bunny and label its ears. A bunny was present at the end of the story, but the class was supposed to be responding to the part of the story involving the kite. One of the researchers, the one that had not previously worked with the class, had to follow the volunteer and get him to respond to the journal question. In contrast, on the second day, Student 11 worked with only one adult, a researcher who had worked with him many times before. This may explain why Student 11 gave a more detailed answer to the question on Day Two. Thus, factors other than the letter could have caused the differences in his interaction between the two days.

Likewise, some students might have written less on the second day because of the story itself. The idea of being lifted by a kite is a fanciful one that would probably have required more imaginative responses that took longer to explain than explaining what to do when you spill ink on the floor. Kids can relate well to making a mess, allowing them to provide more direct answers than on the first day, when they had to write about how they would get back on the ground.

In the absence of set answers as to why the data turned out the way it did, more research is needed before the hypothesis can be rendered correct or incorrect. Perhaps with more exposure to character posed journal prompts, different results will be yielded. Whatever the case, the enthusiasm with which the class reacted to Curious George's letter seems to be evidence enough

that using character letters to pose journal prompts is a worthwhile change of pace, one which is also certainly as effective in terms of instruction.

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Authors' Note

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Correspondence or statements regarding this project should be directed to the authors, Arianna T. Brockington and Christy L. Burcham, at the University of Virginia, Charlottesville, Virginia.

Appendices

Journal Prompt As Letter

Dear Boys and Girls,

My name is George, but some people call me Curious George because I am so curious. In fact, being curious gets me in trouble sometimes. That's why I am writing you. I am in a lot of trouble because I tried to write a letter by myself, and I made a big mess. Ink got all over the floor. What would you do if you were me and spilled ink on the floor?

Your Friend,

Curious George

Table 1

Time Comparisons Between Day One and Day Two In Minutes

	Day One	Day Two
Time for Reading of Story	19 8:51-9:10	16 8:49-9:05
Time To Attend To Journal Task	3 9:10-9:13	1 9:05-9:06
Time To Complete Journal Entries	33 9:13-9:46	41 9:06-9:47

Table 2

Comparison of Number of Students Who Drew Illustrations Between Day One and Day Two

Student	Day One	Day Two
1 (K)	No	No
2 (K)	Yes	Yes
3 (1)	No	Yes
4 (K)	No	Yes
5 (1)	No	No
6 (1)	No	No
7 (K)	Yes	Yes
8 (K)	Yes	Yes
9 (1)	No	No
10 (K)	Yes	Yes
11 (K)	Yes	Yes
12 (K)	Yes	Yes
13 (K)	Yes	Yes
TOTALS:	Yes=7	Yes=9
	No=6	No=4

Figure Caption

Figure 1. Comparison of number of students who drew illustrations between day one and day two.

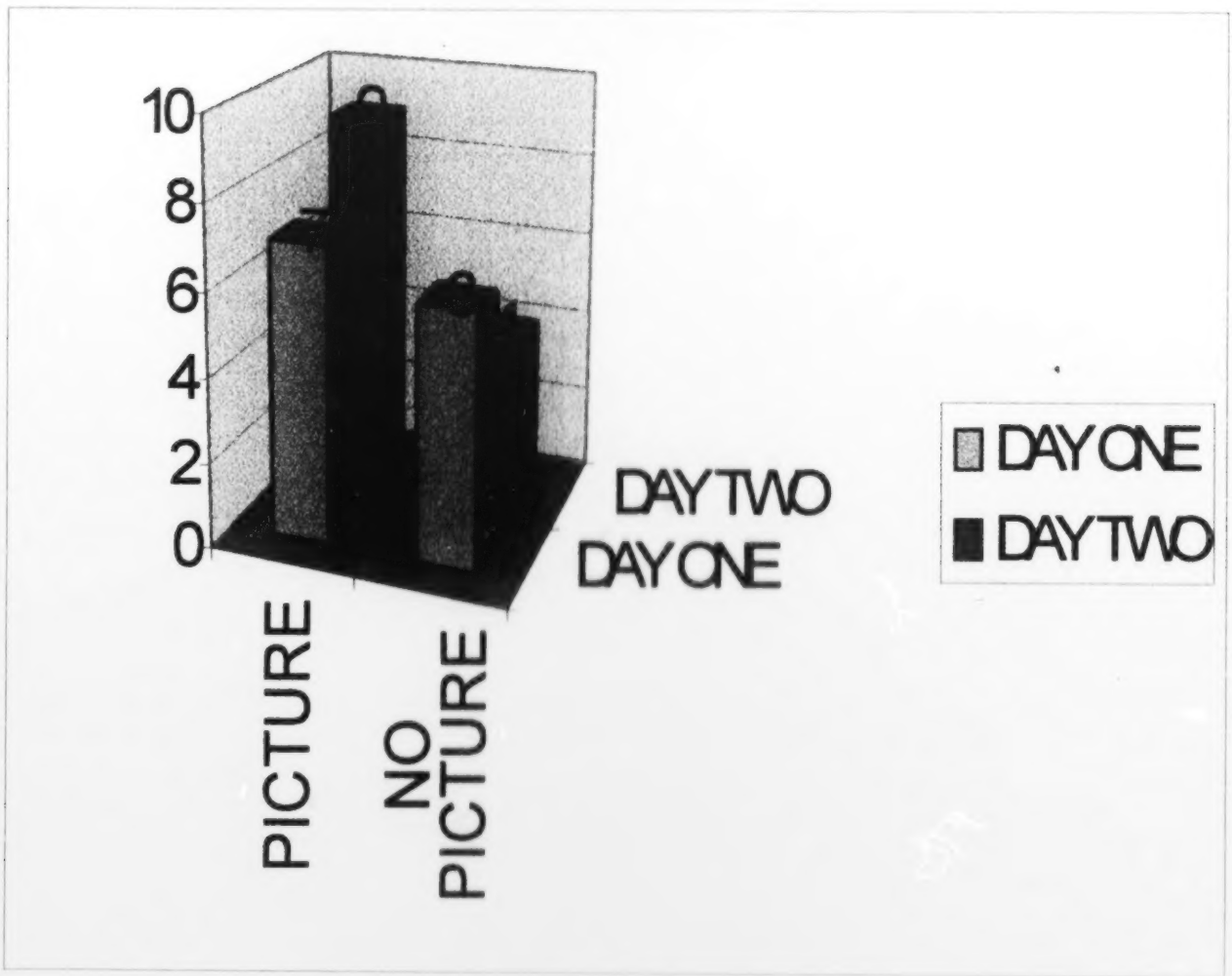

10
8
6
4
2
0
PICTURE
NO PICTURE
DAY TWO
DAY ONE
DAY ONE
DAY TWO

Table 3

Comparison of Number of Words Written By Each Student Between Day One and Day Two

Student	Day One	Day Two
1 (K)	42 (dictated)	12
2 (K)	17 (dictated)	38 (partially dictated)
3 (1)	12	12
4 (K)	44	14
5 (1)	38	12
6 (1)	46	23
7 (K)	24 (dictated)	13
8 (K)	6	10
9 (1)	45	53
10 (K)	22 (dictated)	8
11 (K)	3 (dictated)	19 (dictated)
12 (K)	4	10
13 (K)	6	18 (dictated)

Figure Caption

Figure 2. Comparison of number of words written by each student between day one and day two.

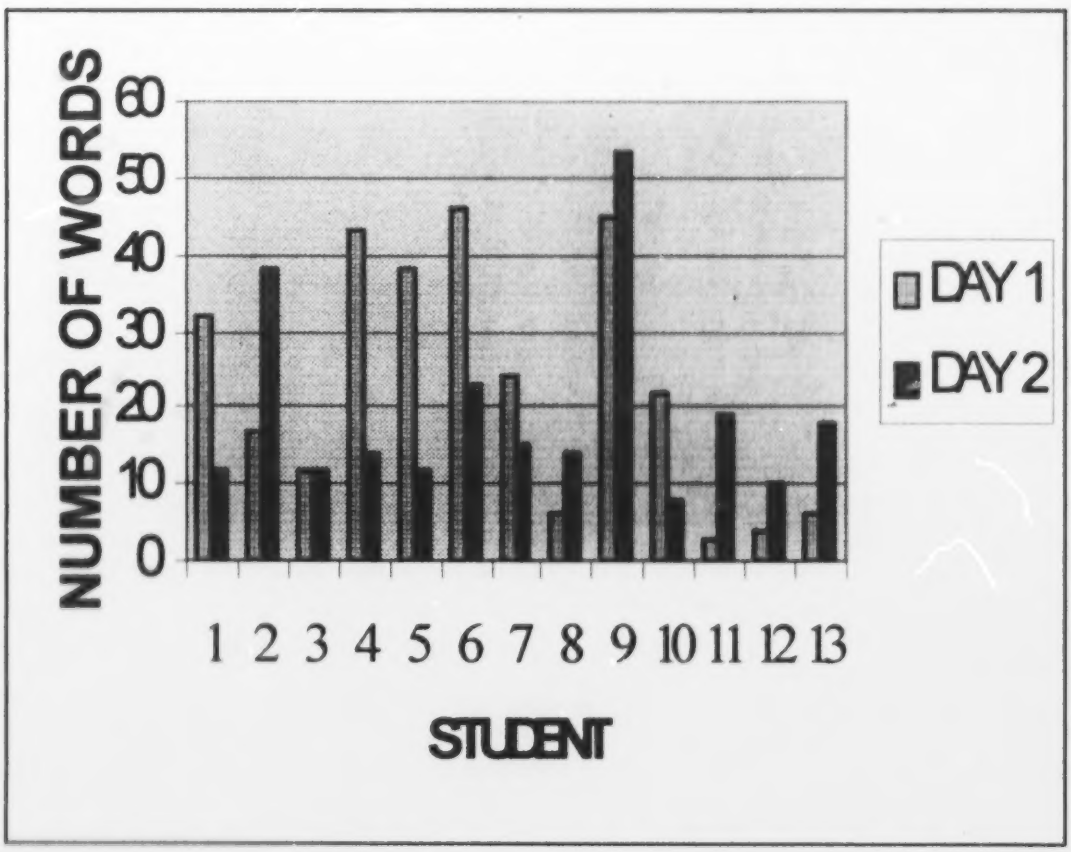
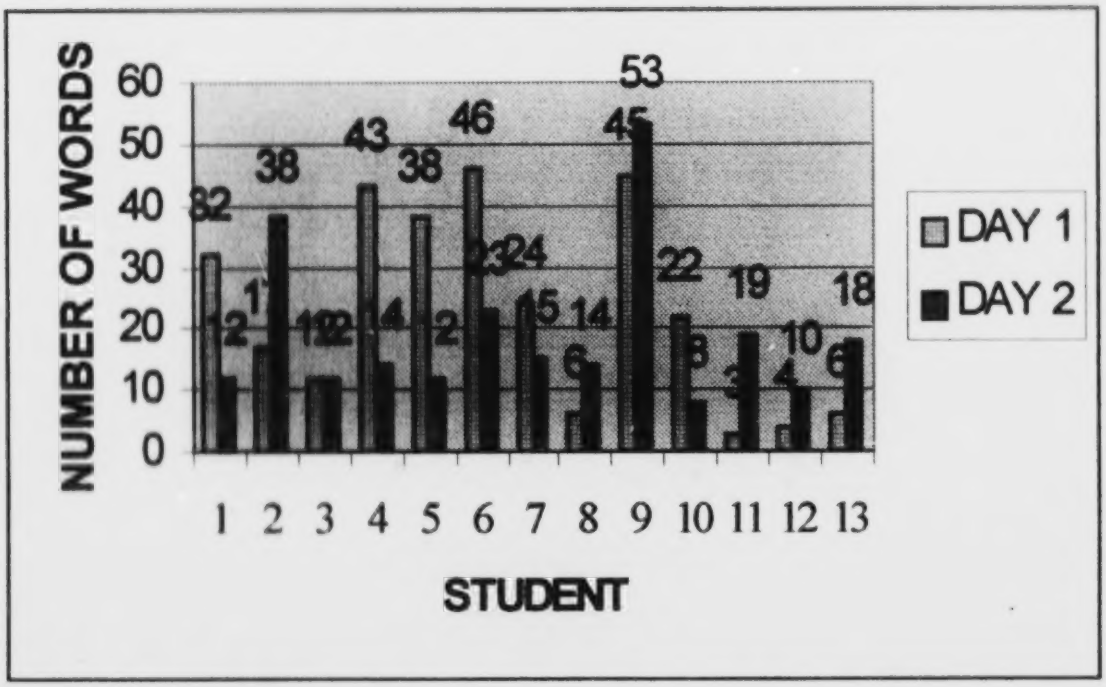

NUMBER OF WORDS
0
10
20
30
40
50
60
1 2 3 4 5 6 7 8 9 10 11 12 13
STUDENT
DAY 1
DAY 2

Figure Caption

Figure 3. Comparison of number of words, including exact numbers, written by each student between day one and day two.


NUMBER OF WORDS
60
50
40
30
20
10
0
1 2 3 4 5 6 7 8 9 10 11 12 13
STUDENT
DAY 1
DAY 2

Student 1 Profile Sheet

Grade: Kindergarten

Day 1 Journal Response: "I would fly all the way up into the clouds. I would fly even to the moon. I would get sleepy. I would fall asleep on the moon. I would lay on top of the kite and fly down from the moon."
(DICTATED)

Day 2 Journal Response: "DeARG CURious GeORge
You NeD A VACumN CleAneR to cleAn with.
B_____"
(Translation: "Dear Curious George, You need a vacuum cleaner to clean with. B_____")

Number of Words: Decreased from 42 words Day 1 to 12 words Day 2

Picture Analysis: Did not illustrate journal entry either day

Student 2 Profile Sheet

Grade: Kindergarten

Day 1 Journal Response: "If I were Curious George, I would jump in the tree. Safe landing! I would be comfortable."

(DICTATED)

Day 2 Journal Response: "Dear Curious George

VacM Trh ruG.

FrUM C_____"

(Translation: "Dear Curious George, Vacuum the rug. From C_____")

Note: Student also dictated to teacher the statement, "If you see something else that you never seen before ask your dad. If he says you can do it then you can do it. But don't get into trouble!"

(PARTIALLY DICTATED)

Number of Words: Increased from 17 words Day 1 to 38 words Day 2

Picture Analysis: Illustrated both journal entries, but picture for Day 2 has more detail. Day 1 picture just contains elements central to plot (Bill, bike, tree, George, and kite). In picture for Day 2, George has face and elements not central to plot, such as chair and desk present.

Student 3 Profile Sheet

Grade: First

Day 1 Journal Response: "I WeL geT a ParSoT I WeL uap kies george giT Dan."

(Translation: "I will get a parachute. I will help Curious George get down.")

Day 2 Journal Response: "Dear george

I WeL giT a mop and Hap you

from D_____"

(Translation: "Dear George, I will get a mop and help you. From D_____")

Number of Words: Wrote 12 words each day

Picture Analysis: Did not illustrate Day 1 journal entry, but illustrated Day 2 journal entry

Student 4 Profile Sheet

Grade: Kindergarten

Day 1 Journal Response: "I woud Let The KITE GO AND tHen I woud Get A LADDeR AND tHeN I WOUD GO BACK UP ThE LADDeR AND AND FIND tHe KITe and I woud get the kite AND GO Back Down the ladder aNd Put the Ladder BACK."

(Translation: "I would let the kite go and then I would get a ladder and then I would go back up the ladder and find the kite and I would get the kite and go back down the ladder and put the ladder back.")

Day 2 Journal Response: "DeaR CURious GeoRge

I WOUD GeT A MOP IF I WeRe YOU

LOVe E_____"

(Translation: "Dear Curious George, I would get a mop if I were you

LOVe E_____")

Number of Words: Decreased from 44 words Day 1 to 14 words Day 2

Picture Analysis: Did not illustrate Day 1 journal entry, but illustrated Day 2 journal entry

Student 5 Profile Sheet

Grade: First

Day 1 Journal Response: "iF I WAS George AND I WeNt UP iN tHe sky I WOOD HAVe A PArACHute AND go DOWN teHN BiLL Wated to Do THAt to SO He WeNt ON A Diet AND He gAVe Me A LiHZReD." (Translation: "If I was George and I went up in the sky I would have a parachute and go down then Bill wanted to do that too so he went on a diet and gave me a lizard.")

Day 2 Journal Response: "DEAr Curious George SteeL A rOKit PACK teHN Get PuMP. FrOM E_____" (Translation: "Dear Curious George, Steal a rocket pack then get pump. From E_____")

Number of Words: Decreased from 38 words Day 1 to 12 words Day 2

Picture Analysis: Did not illustrate journal entry either day

Student 6 Profile Sheet

Grade: First

Day 1 Journal Response: "I whud Not Fly the Kite aud I bet if I flue the Kite I wud fly UP iNto the sky aNd I hoPe SUMWaN Wud help me aNd if th WiNd StoPt blowing I hoPe I Wud laNd iN a three becuse it is fuN."
(Translation: "I would not fly the kite and I bet if I flew the kite I would fly up into the sky and I hope someone would help me and if the wind stopped blowing I hope I would land in a tree because it is fun.")

Day 2 Journal Response: "to George FroM H_____
Dear Curious George, iM Sorry that you Made a Mas. if I War you I Wold MolP it up."
(Translation: "To George From H_____ Dear Curious George, I'm sorry that you made a mess. If I were you, I would mop it up.")

Number of Words: Decreased from 46 words Day 1 to 23 words Day 2

Picture Analysis: Did not illustrate journal entry either day

Student 7 Profile Sheet

Grade: Kindergarten

Day 1 Journal Response: "I would have picked it up and fly it cause I would know I wouldn't go up in the air. I was heavy enough."
(DICTATED)

Day 2 Journal Response: "Dear Curious George
If uhd a VKQM Klnr U Could VKQM op
K_____"
(Translation: "Dear Curious George, If you had a vacuum cleaner you could vacuum up. K_____")

Number of Words: Decreased from 24 words Day 1 to 13 words Day 2

Picture Analysis: Illustrated both entries with the same amount of detail

Student 8 Profile Sheet

Grade: Kindergarten

Day 1 Journal Response: "I Would try to lat GO"

(Translation: "I would try to let go.")

Day 2 Journal Response: "Dear Curious George

I woud neos a mope

LOVE L_____"

(Translation: "Dear Curious George, I would use a mop. Love

L_____")

Number of Words: Increased from 6 words Day 1 to 10 words Day 2

Picture Analysis: Illustrated both journal entries with same amount of detail

Student 9 Profile Sheet

Grade: First

Day 1 Journal Response: "iF I HaD a FreND Hoe HaD a kit I WOiD BArroW it. AND FLiy it. it WoiD take Me UP AND UP AND UP. But ... I Way 60 POUNDS. so that Wode just HaPeN the kit WoiD go up aND I WoiD stat DOWN."

(Translation: "If I had a friend who had a kite I would borrow it. And fly it. It would take me up and up. But ... I weigh 60 pounds. So that would just happen that the kite would go up and I would stay down.")

Day 2 Journal Response: "Dear george

I am sorry you sPilt the INK. But goiNg to the MOON is a HOLe LOt Better. I aD get a PUMP too it WoiD SUCk ALL the Water up. or You coiD get a VaCUMe ANb that COiD SUCk all the water up AND thats all I nnow

FroM M_____"

(Translation: "Dear George. I am sorry you spilled the ink. But going to the moon is a whole lot better. I would get a pump too it would suck all the water up. Or you could get a vacuum and that could suck all the water up and that's all I know. From M_____")

Number of Words: Increased from 45 words Day 1 to 53 words Day 2

Picture Analysis: Did not illustrate journal entry either day

Student 10 Profile Sheet

Grade: Kindergarten

Day 1 Journal Response: "I would drop onto a trampoline and then bounce back up into the sky. I would keep jumping until I slowed down."

(DICTATED)

Day 2 Journal Response: "Dear Curious George

MOPE the ek up.

S_____"

(Translation: "Dear Curious George, Mop the ink up. S_____")

Number of Words: Decreased from 22 words Day 1 to 8 words Day 2

Picture Analysis: Illustrated journal entries both days with same amount of detail

Student 11 Profile Sheet

Grade: Kindergarten

Day 1 Journal Response: "I would fly."

(DICTATED)

Day 2 Journal Response: "ink fell on the floor I would get a towel and wash the towel. I would get a pump."

(DICTATED)

Number of Words: Increased from 3 words Day 1 to 19 words Day 2

Picture Analysis: Illustrated journal entries both days with same amount of detail

Student 12 Profile Sheet

Grade: Kindergarten

Day 1 Journal Response: "I WAL HOD ON."

(Translation: "I will hold on.")

Day 2 Journal Response: "I Womb GAT A moP TUW MOP ON The For."

(Translation: "I would get a mop to mop on the floor.")

Number of Words: Increased from 4 words Day 1 to 10 words Day 2

Picture Analysis: Illustrated journal entries both days with same amount of detail

Student 13 Profile Sheet

Grade: Kindergarten

Day 1 Journal Response: "I WD JP in The WI WTr"

(Translation: "I would jump in the water.")

Day 2 Journal Response: "I would get a pump. I would push the button. It would take the water to the pump."

(DICTATED)

Number of Words: Increased from 6 words Day 1 to 18 words Day 2

Picture Analysis: Illustrated journal entries both days, but spent more time on picture for Day 1

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